

# CTE Skill Certificate Test Performance Documentation

This document must be submitted to the test coordinator along with the test scan sheets at the time of testing. It will be submitted to the USOE for the audit and a copy kept on file for two years.

**Course: Word Processing**

**# Students in course:**

**Test Number: 262**

**# Students tested:**

**School:**

**Date:**

**Instructor's Name:**

This is to verify that the students on the attached class roll\* accomplished the following performance objectives at or above the 80% (moderately to highly skilled) level.

1. Use correct keyboarding technique to improve speed and accuracy.
  - Eyes on copy or screen, not on keys.
  - Fingers curved and oriented to home row.
  - Correct fingers used for keystrokes
  - Key with smooth rhythm and quiet hands.
  - Forearms parallel to slant of keyboard; wrists low, but not resting on any surface.
  - Proper sitting posture: body centered, feet provide balance, elbows naturally at sides.
2. Use word processing software to create, format, and edit documents.
  - Identify standard default settings for margins, line spacing, alignment, and tabs.
  - Adjust settings for alignment, line spacing, and indentation to format paragraphs.
  - Use text wrapping (word-wrap) within paragraphs.
  - Demonstrate ability to make corrections as indicated by proofreader's marks.
  - Use writing tools for spelling, thesaurus, and grammar.
  - Use cut, copy, and paste within a document.
  - Apply changes to fonts—including face, style, size, and effects.
  - Create tabulated text using left, right, center, decimal, and dot leader tabs.
  - Apply bullets and numbering to lists.
  - Apply numbers, headers/footers, and vertical centering to pages.
3. Use word processing software to apply advanced word processing functions.
  - Manage files by creating folders; cutting, copying, and pasting files; renaming files; searching for files; and deleting files.
  - Change paper size and orientation.
  - Find and replace text and codes in a document.
  - Insert symbols and characters.
  - Apply hyphenation and non-breaking spaces.
  - Sort a list.
  - Plan, record, and play a macro.
4. Use advanced features of word processing software to format documents.
  - Create labels.
  - Format text in columns.
  - Create a table of contents and index.
  - Create documents using templates such as calendars, fax cover sheets, and other business documents.
  - Add page and paragraph borders in a document.
5. Use word processing (and spreadsheet) software to create and format tables and perform calculations.
  - Insert and delete columns and rows.
  - Change line border, and fill styles.
  - Change cell, row, column, and table formatting.
  - Calculate totals for rows and columns and enter formulas. (Use of spreadsheet program is acceptable.)
  - Perform a variety of sorts within tables.
6. Use word processing software to perform merges.
  - Create a data source to be used in a merge.
  - Create a form/main document to be used in a merge.
  - Perform a merge.
  - Use appropriate merge commands to allow for user input from keyboard during a merge.
  - Sort and select data records to be used in a merge.
7. Use word processing software to create graphics.
  - Insert a graphics image into a document.
  - Change the image size, position, wrap, border/fill, and add a caption.
  - Use drawing tools to insert lines, shapes, and WordArt.
  - Create a variety of charts.

Each performance is documented and kept on file for two years. (check one or more)

- ☐ Individual student performance tracking sheets
- ☐ A class period summary score sheet
- ☐ Recorded and identified in the class grade book

Instructor's Signature: \_\_\_\_\_

\*Attach a copy of the class period roll and draw a single line through any student on the roll not accomplishing ALL required performance objectives at the 80% (moderately to highly skilled) level.